Department of Accelerated Programs

IB Visual Arts HL Curriculum

10.0 Credits
<table>
<thead>
<tr>
<th>IB LEARNER PROFILE</th>
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<tbody>
<tr>
<td><strong>IB Programs aim to develop internationally minded people who are striving to become:</strong></td>
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<tr>
<td><strong>Inquirers</strong></td>
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<tr>
<td><strong>Knowledgeable</strong></td>
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<tr>
<td><strong>Critical thinkers</strong></td>
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<tr>
<td><strong>Communicators</strong></td>
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<tr>
<td><strong>Risk-takers</strong></td>
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<tr>
<td><strong>Principled</strong></td>
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<tr>
<td><strong>Caring</strong></td>
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<tr>
<td><strong>Open-minded</strong></td>
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<tr>
<td><strong>Well-balanced</strong></td>
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<td><strong>Reflective</strong></td>
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Unit Two  
IB Visual Arts HL  

Course Description

This is an advanced visual arts class where students create higher-level (HL) artwork in interdisciplinary art areas such as drawing, painting, sculpture and photography. They will develop an art portfolio and maintain an investigative workbook (IW). The visual arts encourages students to research, experiment, understand, as well as develop an appreciation of art history and the creative process. Students will become informed, critical observers and contribute to visual culture and media in a technologically advanced society.
# IB Visual Arts HL

## Pacing Guide

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Suggested Timing</th>
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</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Process Portfolio Development: Art and the Global Community</td>
<td>9-10 Weeks</td>
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<tr>
<td>Unit 2</td>
<td>Process Portfolio Development: Artistic Style and Media Exploration</td>
<td>9-10 Weeks</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Exhibition and Curatorial Rationale</td>
<td>9-10 Weeks</td>
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<tr>
<td>Unit 4</td>
<td>Independent Studio Work</td>
<td>9-10 Weeks</td>
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</tbody>
</table>
Educational Technology Standards


- **Technology Operations and Concepts**
  - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
  - Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

- **Creativity and Innovation**
  - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

- **Communication and Collaboration**
  - Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

- **Digital Citizenship**
  - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
  - Evaluate consequences of unauthorized electronic access and disclosure, and on dissemination of personal information.
  - Compare and contrast policies on filtering and censorship both locally and globally.

- **Research and Information Literacy**
  - Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

- **Critical Thinking, Problem Solving, Decision Making**
  - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
**Career Ready Practices**

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

**CRP1. Act as a responsible and contributing citizen and employee**

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

**CRP2. Apply appropriate academic and technical skills.**

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

**CRP3. Attend to personal health and financial well-being.**

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP4. Communicate clearly and effectively and with reason.
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
## Career Ready Practices

**CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**
Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

**CRP9. Model integrity, ethical leadership and effective management.**
Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others’ action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management’s actions and attitudes can have on productivity, morals and organizational culture.

**CRP10. Plan education and career paths aligned to personal goals.**
Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

**CRP11. Use technology to enhance productivity.**
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
## Career Ready Practices

**CRP12. Work productively in teams while using cultural global competence.**

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
### Differentiated Instruction

**Strategies to Accommodate Students Based on Individual Needs**

<table>
<thead>
<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Extra time for assigned tasks</td>
<td>• Extra Response time</td>
<td>• Precise step-by-step directions</td>
<td>• Teacher-made checklist</td>
</tr>
<tr>
<td>• Adjust length of assignment</td>
<td>• Have students verbalize steps</td>
<td>• Short manageable tasks</td>
<td>• Use visual graphic organizers</td>
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<tr>
<td>• Timeline with due dates for reports and projects</td>
<td>• Repeat, clarify or reword directions</td>
<td>• Brief and concrete directions</td>
<td>• Reference resources to promote independence</td>
</tr>
<tr>
<td>• Communication system between home and school</td>
<td>• Mini-breaks between tasks</td>
<td>• Provide immediate feedback</td>
<td>• Visual and verbal reminders</td>
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<tr>
<td>• Provide lecture notes/outline</td>
<td>• Provide a warning for transitions</td>
<td>• Small group instruction</td>
<td>• Graphic organizers</td>
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<tr>
<td>• Reading partners</td>
<td>• Reading partners</td>
<td>• Emphasize multi-sensory learning</td>
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</tbody>
</table>

**Assistive Technology**

- Computer/whiteboard
- Tape recorder
- Spell-checker
- Audio-taped books

**Tests/Quizzes/Grading**

- Extended time
- Study guides
- Shortened tests
- Read directions aloud

**Behavior/Attention**

- Consistent daily structured routine
- Simple and clear classroom rules
- Frequent feedback

**Organization**

- Individual daily planner
- Display a written agenda
- Note-taking assistance
- Color code materials
## Enrichment

**Strategies Used to Accommodate Based on Students Individual Needs:**

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships
## Assessments

### Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, Charts, Graphic Organizers
- Teacher-created Unit Assessments, Chapter Assessments, Quizzes
- Teacher-created DBQs, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Internal and External IB Assessments
# Interdisciplinary Connections

## English Language Arts
- Journal writing
- Close reading of industry-related content
- Create a brochure for a specific industry
- Keep a running word wall of industry vocabulary

## Math
- Research industry salaries for a geographic area and juxtapose against local cost of living
- Go on a geometry scavenger hunt
- Track and track various data, such as industry’s impact on the GDP, career opportunities or among of individuals currently occupying careers

## Social Studies
- Research the history of a given industry/profession
- Research prominent historical individuals in a given industry/profession
- Use historical references to solve problems

## World Language
- Translate industry-content
- Create a translated index of industry vocabulary
- Generate a translated list of words and phrases related to workplace safety

## Fine & Performing Arts
- Create a poster recruiting young people to focus their studies on a specific career or industry
- Design a flag or logo to represent a given career field

## Science
- Research the environmental impact of a given career or industry
- Research latest developments in industry technology
- Investigate applicable-careers in STEM fields
NEW JERSEY STUDENT LEARNING STANDARDS

Standard 1.1.D The Creative Process-Visual Arts:
1.1.12.D.1 - Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.
1.1.12.D.2 - Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.

Standard 1.2.A History of the Arts and Culture-Visual Arts:
1.2.12.A.1 - Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
1.2.12.A.2 - Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.

Standard 1.3.D Performance-Visual Arts:
1.3.12.D.1 - Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.
1.3.12.D.2 - Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.
1.3.12.D.3 - Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.
1.3.12.D.4 - Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.
1.3.12.D.5 - Identify the styles and artistic processes used in the creation of culturally and historically diverse two and three-dimensional artworks, and emulate those styles by creating an original body of work.

Standard 1.4.A. & B. Aesthetic Responses & Critique Methodologies-Visual Arts:
1.4.12.A.1 - Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
1.4.12.A.2 - Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
1.4.12.B.1 - Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.

1.4.12.B.2 - Evaluate how an artist’s technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.

1.4.12.B.3 - Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

**COMMON CORE STATE STANDARDS (CCSS)**

CCSS.ELA-LITERACY.CCRA.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.CCRA.W.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCSS.ELA-LITERACY.CCRA.W.8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCSS.ELA-LITERACY.CCRA.SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.CCRA.SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.MATH.CONTENT.HSG.MG.A.2: Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).

CCSS.MATH.CONTENT.HSG.CO.A.3: Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.
**Course:** Visual Art  
**Unit:** Process Portfolio  
**Development:** Artistic Style and Media Exploration  
**Grade Level:** 11

**Unit Overview:** This unit will focus on media selection and experimentation. Students will continue to explore all types of mediums. They will incorporate a variety of artistic and cultural strategies, media and styles through artist research.

**New Jersey Student Learning Standards (NJSLS):**  

**Common Core State Standards (CCSS):** CCRA.W.4; CCRA.W.5; CCRA.W.8; CCRA.SL.1; CCRA.SL.2; HSG.MG.A.2; HSG.CO.A.3

<table>
<thead>
<tr>
<th>Student Learning Objectives (SLOs)</th>
<th>Essential Questions</th>
<th>Content</th>
<th>Activities &amp; Assessments</th>
<th>Resources</th>
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</table>
| Demonstrate increased technical skill and craftsmanship with various art media when creating images from observation, memory and imagination.  
CCSS: CCRA.SL.1; HSG.MG.A.2 | How does an artist develop technical skill?  
How can you make informed choices when creating art? | - Continue to develop personal art style to create independent artwork with teacher guidance.  
- Refine visual arts skills and techniques.  
- Artist study and independent research. | Art Journals: ongoing research activities and documentation. Examine ideas represented through words and images. Explore art concepts; artist research; sketches; art styles; process portfolios; and other classroom activities.  
Class attendance and participation: “Do Now” activities, active | SMARTBOARD  
Google Classroom  
Supplies and materials: medium, materials and supplies of their choosing  
Art reproductions, magazines and reference books  
Field trips: Mana Contemporary Art Center |
<table>
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| Utilize the various concepts, techniques and tools used in the visual arts. **NJSLS:** 1.2.12.A.1; 1.3.12.D.1; 1.4.12.B.3 **CCSS:** CCRA.SL.1; HSG.CO.A.3 | Do you have to love all art? How do artists select techniques in relation to solving a visual problem? | ➢ Apply the elements of art and the principles of design using various drawing media.  
➢ Create images from observation, memory and imagination.  
➢ Comparative Study practice | Peer Critical Review: of artwork in all stages of creative process must be displayed and full participation in activity  
Comparative Study Practice: (Group work) Analyze formal qualities of art; interpret function and purpose; evaluate cultural significance; compare and contrast | SMARTBOARD  
Google Classroom  
**Supplies and materials:** medium, materials and supplies of their choosing  
Scholastic Arts magazines |
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<tr>
<td>Students will begin to develop skills, techniques, and processes through portfolio preparation.</td>
<td>Ø Reflection and journal writing.</td>
<td>Students will begin to develop skills, techniques, and processes through portfolio preparation.</td>
<td>3rd Edition ISBN: 978-08719-2722-4</td>
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<tr>
<td>Art critiques: (Group work) ongoing activity which consists of description, analysis, interpretation, and judgement of works of art.</td>
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<td>Art critiques: (Group work) ongoing activity which consists of description, analysis, interpretation, and judgement of works of art.</td>
<td>-Janson, H.W. History of Art 7th Edition ISBN-13: 978-0131934788</td>
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<td>Curatorial Statement: (Group work) Well-written to communicate ideas and intentions directly with viewers; which will enhance process portfolios</td>
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<td>Ø Demonstrate a growth in technical skill in the use of various art mediums.</td>
<td>Ø Independent studio work in class and at home.</td>
<td>Ø Independent studio work in class and at home.</td>
<td>Google Classroom</td>
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<tr>
<td>Ø Refine skills in all</td>
<td>Ø Comparative Study: (Individual work) Students will demonstrate application; analysis of knowledge; and understanding after</td>
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<td>Supplies and materials: medium, materials and</td>
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<td>CCSS: CCRA.SL.1; HSG.MG.A.2</td>
<td></td>
<td>mediums.</td>
<td>museum visit. Examine two pieces of art from two different art periods. Refer to art timeline and guidelines. Take notes and research selected artists and begin brainstorm/writing process in pairs or small groups.</td>
<td>supplies of their choosing</td>
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<td></td>
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<td>➢ Artist research.</td>
<td>Art Critique: analyze and discuss artworks created by themselves and others and articulate an informed personal response.</td>
<td>Art reproductions, magazines and reference books</td>
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<tr>
<td></td>
<td></td>
<td>➢ Identify and describe the sources that artists use for visual reference and to generate ideas for artworks.</td>
<td>Curatorial Statement Practice: Students will write a curatorial statement about their artwork</td>
<td>-Janson, H.W. History of Art 7th Edition ISBN-13: 978-0131934788</td>
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<tr>
<td></td>
<td></td>
<td>➢ Reflection and journal writing.</td>
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</tbody>
</table>
| The meaning and qualities of increased craftsmanship as they relate to a chosen medium.  
**NJSLS:** 1.3.12.D.4  
**CCSS:** CCRA.SL.2 | Why is craftsmanship important?  
What is “artist block”? | - Continue to develop personal art style to create independent artwork with teacher guidance.  
- Refine visual arts skills and techniques.  
- Create images from observation, memory and imagination.  
- Artist study and independent research. | Art Journals: ongoing research activities and documentation. Examine ideas presented through words and images. Explore art concepts; artists research; sketches; art styles; process portfolios; and other classroom activities.  
Class attendance & participation: “Do Now”. active participation, and effort in all learning activities  
Process Portfolio Slides: Submission on a biweekly basis through Google Classrooms and Screens. | SMARTBOARD  
Google Classroom  
Supplies and materials: medium, materials and supplies of their choosing  
Art reproductions, magazines and reference books  
| Expand visual literacy as a means to create images that advance individual expression and communication. | What is visual literacy?  
How can you incorporate visual imagery within a work of art? | - Artist research.  
- Comparative study practice. | Comparative Study: Students will demonstrate application; analysis of knowledge; and understanding after | SMARTBOARD  
Google Classroom  
Supplies and materials: |
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<td>NJSLS: 1.1.12.D.1; 1.3.12.D.1; 1.4.12.B.2</td>
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<td>➢ Identify and describe the sources that artists use for visual reference and to generate ideas for artworks. ➢ Reflection and journal writing</td>
<td>museum visit. Examine two pieces of art from two different art periods. Refer to art timeline and guidelines. Take notes and research artists and begin brainstorm/writing process in pairs or small groups.</td>
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<td>CCSS: CCRA.SL.1; HSG.MG.A.2</td>
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<td></td>
<td>Art Critique: analyze and discuss artworks created by themselves and others and articulate an informed personal response. Inspirational Art Project: Express art influence after museum visit. Curatorial Statement Practice: Students will write a curatorial statement about their artwork</td>
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<tr>
<td>Distinguish the difference</td>
<td>How does art reflect</td>
<td>➢ Refine visual arts</td>
<td>Art Journals: ongoing</td>
<td>SMARTBOARD</td>
</tr>
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<td>between various art periods.</td>
<td>value in a culture?</td>
<td>skills and techniques.</td>
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<tr>
<td><strong>NJSLS:</strong> 1.2.12.A.1; 1.2.12.A.2</td>
<td>What can be learned</td>
<td>Create images from observation, memory and imagination.</td>
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<tr>
<td><strong>CCSS:</strong> CCRA.SL.1</td>
<td>from our responses to</td>
<td>research activities and documentation. Examine ideas represented through words and images. Explore art concepts; artists research; sketches; art styles; process portfolios; and other classroom activities.</td>
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<td>art?</td>
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<td>Class attendance &amp; participation: “Do Now”. active participation, and effort in all learning activities</td>
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<td>Process Portfolio Slides: Submission on a biweekly basis through Google Classrooms and Slides</td>
<td></td>
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</table>

Google Classroom

**Supplies and materials:** medium, materials and supplies of their choosing

**Art reproductions, magazines and reference books**


# Unit 2 Vocabulary

<table>
<thead>
<tr>
<th>Elements of art (line, shape, form, value, space, texture, color)</th>
</tr>
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<tbody>
<tr>
<td>Principles of design (balance, emphasis, movement, pattern, repetition, proportion, rhythm, variety, unity)</td>
</tr>
<tr>
<td>Italian Renaissance art; conceptualism; realism; Op art</td>
</tr>
<tr>
<td>shading techniques: hatching/blending/cross-hatching; stippling</td>
</tr>
<tr>
<td>Chiaroscuro</td>
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<tr>
<td>one-point perspective; two-point perspective; linear perspective; aerial perspective</td>
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<tr>
<td>overlap</td>
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<tr>
<td>composition technique</td>
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<td>media</td>
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<tr>
<td>conceptual</td>
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<tr>
<td>three-dimensional</td>
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<td>art appreciation</td>
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<tr>
<td>aesthetics</td>
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<tr>
<td>symmetry</td>
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</table>
**TOK Connections**

How does an artist develop technical skill?

How can you make informed choices when creating art?

- Students will synthesize and apply all skills, methods, theoretical practices taught and formulate their own ideas for creating their own body of artwork. They will work on their portfolios and select several pieces to be displayed in the exhibition in March.

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**Contribution to the Development of Students’ Approached to Learning Skills**

“Select and present resolved works for exhibition. Explain the ways in which the works are connected. Discuss how artistic judgments impact the overall presentation.” (IB Visual Arts Guide)
**Contributions to the Development of the Attribute(s) of the Learner Profile**

Understand and articulate the intrinsic worth and public value of arts and cultural participation.

Apply reasoning skills to communicate key ideas expressed in their artworks and the works of others and use appropriate criteria and language to critique the works.

- Analyze and explain the factors that influence artworks
- Explain how individual artists impact cultural developments

**Contribution to the Development of International Mindedness**

Cultural Awareness
How does exhibiting and sharing artwork influence and shape ideas, beliefs, and experiences?

The visual arts “may have sociopolitical impact as well as ritual, spiritual, decorative and functional value; they can be persuasive and subversive in some instances, enlightening and uplifting in others.”

- Ensure that students will be able to:
  1. develop an appreciation of creative self-expression
  2. have confidence in their abilities
  3. develop habits of mind that include responding, reflecting, refining, and creating